

**126CSR44I**

**TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION**

**SERIES 44I  
21<sup>ST</sup> CENTURY DANCE CONTENT STANDARDS AND OBJECTIVES FOR  
WEST VIRGINIA SCHOOLS (2520.9)**

**§126-44I-1. General.**

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability systems for, a thorough and efficient education for West Virginia public school students. Policy 2520.9 defines the content standards (or instructional goals) and objectives for dance as required by W. Va. 126CSR42 (Policy 2510).

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- March 16, 2007

1.4. Effective Date. -- July 1, 2008.

1.5. Repeal of former rule. -- This legislative rule repeals and replaces W. Va. 126CSR44I, West Virginia Board of Education Policy 2520.9, "Dance Content Standards and Objectives" filed May 8, 2003 and effective July 1, 2003.

**§126-44I-2. Purpose.**

2.1. This policy defines the content standards (or instructional goals) and objective for the program of study required by Policy 2510 in dance.

**§126-44I-3. Incorporation by Reference.**

3.1. A copy of 21<sup>st</sup> Century Dance Content Standards and Objective for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office Of Instruction.

**§126-44I -4. Summary of the Content Standards and Objectives.**

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all educational programs (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for dance, an explanation of terms; objective that reflect rigorous and challenging curriculum; and performance descriptors.

West Virginia Department of Education

West Virginia Board of Education Policy

2520.9

*21<sup>st</sup> Century Dance Content Standards  
and Objectives for West Virginia  
Schools*

Steven L. Paine

State Superintendent of Schools

## Foreword

A 21<sup>st</sup> century dance curriculum is an increasingly important aspect of developing learners prepared for success in the 21<sup>st</sup> century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.09, 21<sup>st</sup> Century Dance Content Standards and Objectives for West Virginia Schools. The West Virginia Dance Standards for 21<sup>st</sup> Century Learning include 21<sup>st</sup> century *content* standards and objectives as well as 21<sup>st</sup> century standards and objectives for *learning skills* and *technology tools*. This broadened scope of curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21<sup>st</sup> century content, 21<sup>st</sup> century learning skills and the use of 21<sup>st</sup> century technology tools.-

Educators from different areas of the state convened to revise the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging dance curriculum that would prepare students for the 21<sup>st</sup> century. West Virginia educators played a key role in shaping the content standards to align with national standards and best practice in the field of dance education. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Policy 2520.09 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the *broad descriptions* of what *all* students must know and be able to do at the conclusion of the instructional sequence. The accompanying grade-level objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional *planning* and provide a basis for determining appropriate *assessments, instructional strategies and resources*. The performance descriptors provide the basis for *assessing* overall student competence of grade level standards. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of “learning for all,” these descriptors allow the teacher, students and parents to judge the *level* of student proficiency in each 21<sup>st</sup> century learning standard.

In combination, the use of learning standards, instructional objectives and performance descriptors become a comprehensive guide for delivering a rigorous and relevant dance curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21<sup>st</sup> century.

Steven L. Paine  
State Superintendent of Schools

## Explanation of Terms

**Content Standards** are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

**Objectives** are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

**Performance Descriptors** describe in narrative format how students demonstrate achievement of the content standards. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

### Numbering of Standards

The number for each content standard is composed of four parts, each part separated by a period:

- the content area code is D for Dance,
- the letter S, for Standard,
- the grade level or performance level
- the standard number.

Illustration: D.S.LI.3 refers to Level I dance content standard #3.

### Numbering of Objectives

The number of each objective is composed of five parts, each part separated by a period:

- the content area code (D for Dance),
- the letter O is for Objective,
- the grade level or performance level
- the number of the content standard addressed, and
- the objective number.

Illustration: D.O.LII.2.5 refers to a dance Level II objective that addresses standard #2 in music, the fifth objective listed under that standard.

### **Numbering of Performance Descriptors**

The number for each group of three performance descriptors is composed of four parts, each part separated by a period:

- the content area (D for dance),
- the letters PD are for Performance Descriptors,
- the grade level or performance level and
- the standard number.

Illustration: D.PD.LII.6 refers to dance performance descriptors for Level II, content standard #6.

### **Unique Electronic Numbers (UENs)**

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.09 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.09 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.09 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.09 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.09 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV 21<sup>st</sup> Century Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for Level I Dance Standard standard #4 will be "200607.D.S.LI.4".

## Abbreviations

### *Content Area Abbreviations*

D	Dance
LI	Level I
LII	Level II
LIII	Level III
LIV	Level IV

### Other Abbreviations

PD	Performance Descriptors
O	Objective
S	Standard (Content Standard)

## DANCE – POLICY 2520.9

Dance is a means of communication and self-expression different from the written or spoken word, or from visual and auditory symbol systems. Dance is a performing art ideally taught sequentially with each level reinforcing and building upon skills taught at previous levels. Dance education is a study of “the art of dance” as well as the techniques involved in the various styles. As students learn and share dances from their own communities and other cultures, they gain skills and knowledge that will prepare them to become responsive participants in an increasingly global society, with a better understanding of dance from a recreational or vocational viewpoint. Each level of dance provides opportunities to correlate dance activities with other subjects thereby enriching learning. At the high school level, formal electives are provided to introduce students to “the art of dance” and to develop skills in dance, choreography, critical and creative thinking, communication and health/wellness awareness.

West Virginia’s vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students’ learning environment.

### Dance Content Standards I-IV

<b>Levels I-IV</b>	<b>Dance</b>
Standard: 1	Communication
D.S.1	Students will use dance as a way to create and communicate meaning.
<b>Levels I-IV</b>	<b>Dance</b>
Standard: 2	Movement, Elements and Skills
D.S.2	Students will develop and practice movement elements in performing dance.
<b>Levels I-IV</b>	<b>Dance</b>
Standard: 3	Healthful Living
D.S.3	Students will relate dance to physical health.
<b>Levels I-IV</b>	<b>Dance</b>
Standard: 4	Cultures and Historical Periods
D.S.4	Students will examine and demonstrate dance from various cultures and historical periods
<b>Levels I-IV</b>	<b>Dance</b>
Standard: 5	Critical and Creative Thinking Skills
D.S.5	Students will employ critical and creative thinking skills in dance
<b>Levels I-IV</b>	<b>Dance</b>
Standard: 6	Choreography
D.S.6	Students will understand and apply choreographic principles, processes and structures.
<b>Levels I-IV</b>	<b>Dance</b>
Standard: 7	Connections with Other Disciplines

D.S.7

Students will connect dance to other disciplines.

## Dance I

<b>Level I</b>	<b>Dance</b>			
Standard: 1	Communication			
D.S.LI.1	Students will use dance as a way to create and communicate meaning.			
Performance Descriptors D.PD.LI.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance I student performing on the distinguished level improvises a movement phrase that communicates an abstract concept, social theme or idea.	The Dance I student performing at the above mastery level prepares and demonstrates a movement phrase that communicates an abstract concept, social theme or idea.	The Dance I student at the mastery level demonstrates a movement phrase that communicates an abstract concept or idea.	The Dance I student at the partial mastery level interprets meaning from a movement or phrase and concludes that personal experiences will effect individual interpretations.	The Dance I student at the novice level recognizes that dance is a means of communication and concludes when movement becomes dance.
<b>Objectives</b>	<b>Students will</b>			
D.O.LI.1.01	observe and explain how personal experience can influence the individual interpretation of a movement.			
D.O.LI.1.02	recognize and communicate <i>abstract</i> ideas through movement.			
D.O.LI.1.03	identify and conclude the distinguishing moment when movement becomes dance (when movement takes on purpose and intent it becomes dance).			
D.O.LI.1.04	<i>improvise</i> a movement <i>phrase</i> that communicates a <i>relevant social theme</i> .			

<b>Level I</b>	<b>Dance</b>			
Standard: 2	Movement, Elements and Skills			
D.S.LI.2	Students will develop and practice movement elements in performing dance.			
Performance Descriptors D.PD.LI.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance I student performing at the distinguished level demonstrates proper alignment, rhythm and timing while performing steps and patterns from several dance styles/traditions.	The Dance I student at the above mastery level attempts proper alignment, while performing extended movement sequences with emphasis on rhythm and timing.	The Dance I student at the mastery level identifies and demonstrates all dance concepts. The student performs steps and patterns from various dance styles/traditions. The student practices extended movement sequences. The student understands rhythm and timing and is aware of the importance of alignment in dance.	The Dance I student at the partial mastery level identifies and demonstrates most dance concepts, has an understanding of rhythm and timing. The student performs most steps and patterns from various dance styles/traditions.	The Dance I student at the novice level identifies dance concepts and recognize that any variation in these concepts will alter the dance. The student will identify and perform locomotor and nonlocomotor/axial movements.

<b>Objectives</b>	<b>Students will</b>
D.O.LI.2.01	identify and practice <i>locomotor</i> and <i>nonlocomotor/axial</i> movements with an awareness of <i>alignment</i> .
D.O.LI.2.02	identify and practice steps and patterns from several different dance styles/traditions.
D.O.LI.2.03	understand <i>rhythm</i> and <i>timing</i> as it relates to movement.
D.O.LI.2.04	recognize and demonstrate the various <i>dance concepts</i> .
D.O.LI.2.05	practice extended movement sequences.

<b>Level I</b>	<b>Dance</b>
<b>Standard: 3</b>	<b>Healthful Living</b>
D.S.LI.3	Students will relate dance to physical health.

<b>Performance Descriptors D.PD.LI.3</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
The Dance I student at the distinguished level assess and modifies personal health goals relating to dance.	The Dance I student at the above mastery level will assess personal health goals relating to dance.	The Dance I student at the mastery level develops and writes personal health goals. The student applies health related concepts to dance and identifies how lifestyle choices affect the dancer.	The Dance I student at the partial mastery level will examine personal health to determine strengths and weaknesses. The dancer understands what lifestyle choices are.	The Dance I student at the novice level understands health related concepts and their importance to physical health.

<b>Objectives</b>	<b>Students will</b>
D.O.LI.3.01	understand and apply <i>health related concepts</i> to dance.
D.O.LI.3.02	examine personal physical health and identify strengths and weaknesses to formulate goals.
D.O.LI.3.03	identify lifestyle choices and their affect on the dancer.

<b>Level I</b>	<b>Dance</b>
<b>Standard: 4</b>	<b>Cultures and Historical Periods</b>
D.S.LI.4	Students will examine and demonstrate dance from various cultures and historical periods.

<b>Performance Descriptors D.PD.LI.4</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
The Dance I student at the distinguished level differentiates between culturally diverse dances and categorize them under appropriate dance forms.	The Dance I student at the above mastery level communicates pertinent information concerning dance in the twentieth century.	The Dance I student at the mastery level performs and reports on culturally diverse dances. The student identifies dance forms and provide examples of each. The student demonstrates an historical understanding of dance prior to the	The Dance I student at the partial mastery level places dance forms into categories and historical contexts.	The Dance I student performing at the novice level will understand that dance is a culturally diverse art form.

		twentieth century. Student discusses the perception of dance and dancers, in current media, and makes historical comparisons.		
<b>Objectives</b>	<b>Students will</b>			
D.O.LI.4.01	perform and report on the history of culturally diverse dances.			
D.O.LI.4.02	identify the four <i>dance forms</i> and give examples of each			
D.O.LI.4.03	research and answer questions about dance and dancers prior to the twentieth century.			
D.O.LI.4.04	discuss dance and dancers as perceived in contemporary media when compared to other time periods and cultures.			

<b>Level I</b>	<b>Dance</b>			
<b>Standard: 5</b>	<b>Critical and Creative Thinking Skills</b>			
D.S.LI.5	Students will employ critical and creative thinking skills in dance.			
<b>Performance Descriptors D.PD.LI.5</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
The Dance I student at the distinguished level creates, revises, and demonstrates a series of dance phrases based on a single theme. The student, after revision of phrases, constructs a dance piece incorporating those phrases.	The Dance I student at the above mastery level creates, revises and demonstrates a series of dance phrases over a period of time. In addition, the student uses a set of aesthetic criteria and questions for the purpose of evaluating student work based on self-assessment.	The Dance I student at the mastery level creates and revises a series of dance phrases over time. In addition, the student establishes and applies a set of aesthetic criteria and questions for the purpose of evaluating student work.	The Dance I student at the partial mastery level creates a series of dance phrases and establishes a set of aesthetic criteria and questions applicable to the student work.	The Dance I student at the novice level creates dance phrases and identifies strengths and weaknesses.
<b>Objectives</b>	<b>Students will</b>			
D.O.LI.5.01	create a series of dance <i>phrases</i> and revise them over time.			
D.O.LI.5.02	establish a set of <i>aesthetic criteria</i> and apply it in evaluating student work.			
D.O.LI.5.03	answer <i>aesthetic questions</i> in a group setting.			

<b>Level I</b>	<b>Dance</b>			
<b>Standard: 6</b>	<b>Choreography</b>			
D.S.LI.6	Students will understand and apply choreographic principles, processes and structures.			
<b>Performance Descriptors D.PD.LI.6</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Dance I student at the distinguished level	The Dance I student at the above mastery level	The Dance I student at the mastery level defines and	The Dance I student at the partial mastery level defines	The Dance I student at the novice level identifies the

assembles elements of choreography and forms through the creation of a variety of movement phrases. The student uses improvisation as a way to generate movement for choreography.	experiments with improvisation as a way to generate movement for choreography.	practices elements of choreography and forms through the creation of a movement phrase. The student examines improvisation as a way to generate movement for choreography.	the elements of choreography. The student distinguishes between elements of choreography and the forms used in choreography.	elements of choreography. The student defines improvisation.
<b>Objectives</b>	<b>Students will</b>			
D.O.LI.6.01	identify, define and practice <i>elements of choreography</i> .			
D.O.LI.6.02	identify, define and practice choreographic <i>forms</i> through the creation of a movement <i>phrase</i> .			
D.O.LI.6.03	examine <i>improvisation</i> as a method for generating movement for choreography.			

<b>Level I</b>	<b>Dance</b>			
<b>Standard: 7</b>	<b>Connections with Other Disciplines</b>			
D.S.LI.7	Students will connect dance to other disciplines.			
<b>Performance Descriptors D.PD.LI.7</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
The Dance I student at the distinguished level creates an interdisciplinary group project and uses technology to reinforce, enhance or alter that project.	The Dance I student at the above mastery level incorporates technology into the group interdisciplinary project.	The Dance I student at the mastery level creates a group interdisciplinary project based on a theme identified by the group. The students will discuss how technology and the integration of other disciplines can affect the fundamental concepts or perception of the dance idea.	The Dance I student at the partial mastery level examines an interdisciplinary project including dance and discusses how technology could be used to enhance the project.	The Dance I student at the novice level understands the meaning of interdisciplinary and the fact that different disciplines have commonalities and differences.
<b>Objectives</b>	<b>Students will</b>			
D.O.LI.7.01	create a group interdisciplinary project based on a theme identified by the group.			
D.O.LI.7.02	discuss how technology can be used to reinforce, enhance or alter the dance idea.			
D.O.LI.7.03	identify and discuss commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements and ways of communicating meaning.			

## Dance II

Level II		Dance				
Standard: 1		Communication				
D.S.LII.1		Students will use dance as a way to create and communicate meaning.				
Performance Descriptors D.PD.LII.1						
Distinguished		Above Mastery		Mastery	Partial Mastery	Novice
The Dance II student at the distinguished level creates a dance, collaboratively, using improvisation that communicates abstract ideas within a relevant social theme, concept or idea. The group will revise their movement choices to more effectively create and communicate meaning.		The Dance II student at the above mastery level creates a dance, collaboratively, using improvisation to communicate abstract ideas within a relevant social theme, concept or idea. The group will self-assess their movement choices to determine the effectiveness of communication.		The Dance II student in the mastery level improvises movement phrases, collaboratively to create a dance that communicates abstract concepts, relevant social themes or ideas.	The Dance II student at the partial mastery level creates a movement phrase, in a small group, using improvisation to convert an abstract concept, social theme or idea into movement phrase.	The Dance II student at the novice level observes a movement phrase and describes how their interpretation of the dance was influenced by personal experience.
Objectives		Students will				
D.O.LII.1.01		articulate understanding of how personal experience influences the interpretation of a dance				
D.O.LII.1.02		use <i>improvisation</i> to prepare a movement <i>phrase</i> that communicates <i>abstract</i> ideas.				
D.O.LII.1.03		collaborate to create a dance that communicates a <i>relevant social theme</i> .				

Level II		Dance				
Standard: 2		Movement, Elements and Skills				
D.S.LII.2		Students will develop and practice movement elements in performing dance.				
Performance Descriptors D.PD.LII.2						
Distinguished		Above Mastery		Mastery	Partial Mastery	Novice
The Dance II student at the distinguished level demonstrates projection while performing.		The Dance II student at the above mastery level attempts projection while performing.		The Dance II student at the mastery level demonstrates proper alignment, rhythm and timing at all times. The student demonstrates longer and more complex steps and patterns from several dance styles/traditions and performs them from	The Dance II student at the partial mastery level practices longer and more complex steps and patterns from several dance styles/traditions.	The Dance II student at the novice level demonstrates steps and patterns from several dance styles/traditions. The student articulates the importance of projection as it applies to dance.

		memory. The student reconstructs a dance phrase.		
<b>Objectives</b>	<b>Students will</b>			
D.O.LII.2.01	demonstrate correct <i>alignment</i> .			
D.O.LII.2.02	identify and demonstrate longer and more complex steps and patterns from several dance styles/traditions.			
D.O.LII.2.0	demonstrate <i>rhythm</i> and <i>timing</i> during movement.			
D.O.LII.2.04	modify the <i>dance concepts</i> to reconstruct a dance <i>phrase</i> .			
D.O.LII.2.05	articulate the importance of <i>projection</i> while performing dance skills.			
D.O.LII.2.06	demonstrate the ability to remember extended movement sequences.			

<b>Level II</b>	<b>Dance</b>			
<b>Standard: 3</b>	<b>Healthful Living</b>			
D.S.LII.3	Students will relate dance to physical health.			

<b>Performance Descriptors D.PD.LII.3</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
The Dance II student at the distinguished level modifies personal health goals and lifestyle choices to organize a plan for life.	The Dance II student at the above mastery level will compare and contrast the perceptions of body image.	The Dance II student at the mastery level assesses and revises personal health goals. The student describes how specific lifestyle choices affect a dancer. The student researches the changing historical and cultural perceptions of body image.	The Dance II student at the partial mastery level assesses personal health goals relating to dance. The student will describe specific lifestyle choices.	The Dance II student at the novice level develops and writes personal health goals. The student applies health related concepts to dance and identifies how lifestyle choices affect the dancer.
<b>Objectives</b>	<b>Students will</b>			
D.O.LII.3.01	assess personal physical health goals in order to revise and refine.			
D.O.LII.3.02	describe how specific lifestyle choices affect the dancer.			
D.O.LII.3.03	research historical and cultural images of the body as it relates to dance.			

<b>Level II</b>	<b>Dance</b>			
<b>Standard: 4</b>	<b>Cultures and Historical Periods</b>			
D.S.LII.4	Students will examine and demonstrate dance from various cultures and historical periods			

<b>Performance Descriptors D.PD.LII.4</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
The Dance II student at the distinguished level develops a presentation of dance and	The Dance II student at the above mastery level demonstrates a	The Dance II student at the mastery level differentiates between two or more	The Dance II student at the partial mastery level demonstrates an	The Dance II student at the novice level performs culturally diverse dances.

dancers prior to the twentieth century, demonstrating an understanding of similarities and differences between the culturally diverse forms of dance, as well as the traditions and techniques of recreational and aerobic forms of dance.	comprehensive understanding of dance and dancers throughout history and generalizes trends in culture and in dance.	culturally diverse forms of dance. Student examines and discusses the traditions and techniques of recreational and aerobic dance. The student researches and presents information about dance within the twentieth century. The student performs analysis of how dance and dancers are perceived in the contemporary media when compared to other time periods and cultures.	understanding of traditions and techniques of recreational and aerobic dance.	The student recognizes recreational and aerobic forms of dance.
<b>Objectives</b>	<b>Students will</b>			
D.O.LII.4.01	perform and differentiate between two or more culturally diverse dances.			
D.O.LII.4.02	examine and discuss the traditions and techniques of recreational and aerobic forms of dance.			
D.O.LII.4.03	answer questions about dance and dancers within the twentieth century.			
D.O.LII.4.04	research and analyze how dance and dancers are perceived in contemporary media when compared to other time periods and cultures.			

<b>Level II</b>	<b>Dance</b>			
<b>Standard: 5</b>	<b>Critical and Creative Thinking Skills</b>			
D.S.LII.5	Students will employ critical and creative thinking skills in dance			
<b>Performance Descriptors D.PD.LII.5</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
The Dance II student at the distinguished level revises the work of another student and justifies those revisions.	The Dance II student at the above mastery level summarizes the evaluations of their dance for the purpose of further revision.	The Dance II student at the mastery level creates and revises a dance and explains the impact of those revisions on the final product. The student formulates and applies aesthetic criteria in evaluating the student's own work and the work of others in a positive and constructive manner.	The Dance II student at the partial mastery level creates and revises a dance based on the aesthetic criteria.	The Dance II student at the novice level creates a dance. The student reviews a set of aesthetic criteria and questions applicable to the student work
<b>Objectives</b>	<b>Students will</b>			

D.O.LII.5.01	create a dance and revise it over time, explaining the revisions and their impact on the final product.
D.O.LII.5.02	apply <i>aesthetic criteria</i> to evaluate the student's own work and the work of others in a positive and constructive manner.
D.O.LII.5.03	formulate and answer <i>aesthetic questions</i> based on a performance

<b>Level II</b>	<b>Dance</b>				
<b>Standard: 6</b>	<b>Choreography</b>				
D.S.LII.6	Students will understand and apply choreographic principles, processes and structures.				
Performance Descriptors D.PD.LII.6					
	<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
	The Dance II student in the distinguished level improvises a short dance containing five or more elements of choreography, at least three or more choreographic forms.	The Dance II student at the above mastery level creates and performs dance phrases containing three to five elements of choreography and three or more choreographic forms utilizing improvisation.	The Dance II student at the mastery level creates and performs a dance phrase containing three to five elements of choreography and using at least two choreographic forms. The student employs improvisation to generate movement for choreography.	The Dance II student at the partial mastery level performs a dance phrase containing at least two elements of choreography and using one or more choreographic forms. The student improvises movements.	The Dance II student at the novice level practices elements of choreography and choreographic forms through the creation of a movement phrase. The student discusses improvisation as a way to generate movement for choreography.
<b>Objectives</b>	<b>Students will</b>				
D.O.LII.6.01	create and perform a dance <i>phrase</i> containing three to five <i>elements of choreography</i> .				
D.O.LII.6.02	create and perform a dance <i>phrase</i> using at least two choreographic <i>forms</i> .				
D.O.LII.6.03	employ <i>improvisation</i> to generate movement for choreography.				

<b>Level II</b>	<b>Dance</b>				
<b>Standard: 7</b>	<b>Connections with Other Disciplines</b>				
D.S.LII.7	Students will connect dance to other disciplines.				
Performance Descriptors D.PD.LII.7					
	<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
	The Dance II student at the distinguished level evaluates and critiques the effectiveness of the interdisciplinary study/project and produces evidence to substantiate the findings.	The Dance II student at the above mastery level creates and presents an interdisciplinary project based on a theme identified by the student including dance and two other disciplines, using technology to reinforce, to	The Dance II student at the mastery level creates an interdisciplinary project based on a theme identified by the student including dance and two other disciplines, using technology to reinforce, to enhance, or alter the dance	The Dance II student at the partial mastery level creates an interdisciplinary project based on a theme identified by the student including dance and one other discipline, using technology to reinforce, to enhance, or alter the dance idea.	The Dance II student at the novice level creates an interdisciplinary project based on a theme identified by the student including dance and one other discipline. The student discusses how technology could be used to reinforce,

	enhance, or alter the dance idea.	idea.		enhance, or alter the dance idea.
<b>Objectives</b>	<b>Students will</b>			
D.O.LII.7.01	create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines.			
D.O.LII.7.02	demonstrate how technology can be used to reinforce, enhance or alter the dance idea in an interdisciplinary project.			

## Dance III

<b>Level III</b>	<b>Dance</b>			
<b>Standard: 1</b>	<b>Communication</b>			
D.S.LIII.1	Students will use dance as a way to create and communicate meaning.			
<b>Performance Descriptors D.PD.LIII.1</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
The Dance III student at the distinguished level creates and performs a dance conveying a personal idea, belief or theme. The student will obtain and analyze feedback and revise the dance.	The Dance III student at the above master level creates and performs a dance conveying a personal idea, belief or theme. The student will obtain and analyze feedback on the interpretation of the dance.	The Dance III student at the mastery level creates and performs a dance conveying a personal idea, belief or theme. The student will obtain feedback on the interpretation of the dance.	The Dance III student at the partial mastery level creates a dance conveying a personal idea, belief or theme.	The Dance III student at the novice level understands that the interpretation of a dance, is influenced by the viewers prospective.
<b>Objectives</b>	<b>Students will</b>			
D.O.LIII.1.01	research and incorporate other viewpoints when creating dance to convey meaning.			
D.O.LIII.1.02	create and perform (in class) an individual dance conveying a personal experience, belief or theme.			

<b>Level III</b>	<b>Dance</b>			
<b>Standard: 2</b>	<b>Movement, Elements and Skills</b>			
D.S.LIII.2	Students will develop and practice movement elements in performing dance.			
<b>Performance Descriptors D.PD.LIII.2</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
The Dance III student at the distinguished level self assesses and corrects techniques through extensive rehearsals. The student demonstrates clarity and stylistic nuance into performance.	The Dance III student at the above mastery level will focus on the use of clarity and stylistic nuance.	The Dance III student at the mastery level practices dance skills with consistent rhythm, timing, and projection. The student demonstrates an awareness of clarity and stylistic nuance. The student is able to self-assess dance skills and techniques.	The Dance III student at the partial mastery level will experiment with projection in dance skills and self-assess with assistance.	The Dance III student at the novice level will recognize the importance of self-evaluation in dance. The student will understand projection as applied to dance.
<b>Objectives</b>	<b>Students will</b>			
D.O.LIII.2.01	understand <i>clarity</i> and <i>stylistic nuance</i> .			
D.O.LIII.2.02	perform, consistently, <i>rhythm</i> and <i>timing</i> during a movement <i>phrase</i> or dance.			
D.O.LIII.2.03	model <i>projection</i> while performing.			
D.O.LIII.2.04	assess technique/skills through self-evaluation.			

<b>Level III</b>	<b>Dance</b>				
Standard: 3	Healthful Living				
D.S.LIII.3	Students will relate dance to physical health.				
Performance Descriptors D.PD.LIII.3					
	<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
	The Dance III student at the distinguished level implements a plan for life, based on personal health goals and lifestyles addressed within the class and defends its effectiveness.	The Dance III student at the above mastery level will further develop and show their plan for a healthy lifestyle.	The Dance III student at the mastery level modifies personal health goals and lifestyle choices to organize a plan for life. The student researches and discusses the challenges facing performers in maintaining healthy lifestyles and compares body images from a historical and cultural viewpoint to those in contemporary media.	The Dance III student at the partial mastery level understands that the personal health goals can be applied to a plan for life. The student researches the images of the body used in contemporary media. The student identifies the challenges facing performers in maintaining a healthy lifestyle.	The Dance III student at the novice level assesses and revises personal health goals. The student describes how specific lifestyle choices affect a dancer. The student researches the changing historical and cultural perceptions of body image
<b>Objectives</b>	<b>Students will</b>				
D.S.LIII.3.01	devise a plan to incorporate their personal health goals throughout life.				
D.S.LIII.3.02	research and discuss the challenges facing performers in maintaining healthy lifestyles.				
D.S.LIII.3.03	analyze historical and cultural images of the body in dance and compare these to the images of the body in contemporary media.				

<b>Level III</b>	<b>Dance</b>				
Standard: 4	Cultures and Historical Periods				
D.S.LIII.4	Students will examine and demonstrate dance from various cultures and historical periods.				
Performance Descriptors D.PD.LIII.4					
	<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
	The Dance III student at the distinguished level, after study of specific techniques involved, reconstructs or creates a dance from one or more cultural and/or historical styles or time periods.	The Dance III student at the above mastery level, after study of specific techniques involved, reconstructs or creates a dance from one culture or historical style or time period.	The Dance III student at the mastery level examines different dances with respects to their historical/cultural/political contexts. Student examines and discusses the traditions and techniques of creative and concert dance. The student performs a dance	The Dance III student at the partial mastery level demonstrates an understanding of traditions and techniques of creative and concert dance.	The Dance III student at the novice level identifies the significance of a dance with respect to its historical/cultural/political contexts.

		displaying the traditions and techniques of a specific culture or historical period.		
<b>Objectives</b>	<b>Students will</b>			
D.O.LIII.4.01	compare and contrast the role and significance of dance in two different historical/cultural/political contexts.			
D.O.LIII.4.02	examine and discuss the traditions and techniques of <i>creative and concert forms</i> of dance			
D.O.LIII.4.03	perform a dance that displays the traditions and techniques of a specific culture or historical period.			

<b>Level III</b>	<b>Dance</b>				
<b>Standard: 5</b>	<b>Critical and Creative Thinking Skills</b>				
D.S.LIII.5	Students will employ critical and creative thinking skills in dance				
<b>Performance Descriptors D.PD.LIII.5</b>					
	<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
	The Dance III student at the distinguished level analyzes and concludes as to why and how ethnicity, gender, social/economic class, age and/or physical condition influences a choreographer's or dance company's style and/or philosophy.	The Dance III student at the above mastery level identifies and distinguishes the uniqueness of various choreographers' or dance companies styles.	The Dance III student at the mastery level researches and discusses how skills developed in dance are applicable to a variety of careers both in and out of the dance field. <b>The student researches and analyzes the styles of several choreographers or dance companies and discusses issues of ethnicity, gender, social/economic class, age and/or physical condition as it relates to dance.</b>	The Dance III student at the partial mastery level researches how skills developed in dance are applicable to a variety of careers. The student researches the styles of several choreographers or dance companies.	The Dance III student at the novice level recognizes that skills developed in dance are applicable to a variety of careers. The student researches the style of one choreographer or dance company.
<b>Objectives</b>	<b>Students will</b>				
D.O.LIII.5.01	discuss and research how skills developed in dance are applicable to a variety of careers (e.g., sports, modeling, secretary, therapist).				
D.O.LIII.5.02	research and analyze the styles of several choreographers or dance companies.				
D.O.LIII.5.03	research and discuss issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance.				

<b>Level III</b>	<b>Dance</b>			
<b>Standard: 6</b>	<b>Choreography</b>			
D.S.LIII.6	Students will understand and apply choreographic principles, processes and structures.			
<b>Performance Descriptors D.PD.LIII.6</b>				

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance III student at the distinguished level compares and contrasts his/her own creative process of choreography with that of another choreographer.	The Dance III student at the above mastery level articulates the creative process used in the creation of a small group dance.	The Dance III student at the mastery level applies choreographic principles in creating a small group dance with coherence and aesthetic unity. The student will analyze the creative process of choreographers.	The Dance III student at the partial mastery level demonstrates choreographic principles in creating a small group dance with coherence and aesthetic unity. The student will research the creative process of choreographers.	The Dance III student at the novice level <b>has knowledge of coherence an aesthetic unity</b> and demonstrates this through the creation of dance phrases.
<b>Objectives</b>	<b>Students will</b>			
D.O.LIII.6.01	apply choreographic principles in creating a small group dance with coherence and aesthetic unity.			
D.O.LIII.6.02	research and analyze the creative process of choreographers (e.g., video biographies, interviews).			

Level III	Dance			
Standard: 7	Connections with Other Disciplines			
D.S.LIII.7	Students will connect dance to other disciplines.			
Performance Descriptors D.PD.LIII.7				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The Dance III student at the distinguished level presents specific evidence demonstrating the artistic/cultural/historical characteristics that the two artworks share which link them to the same context or time period.	The Dance III student at the above mastery level researches and concludes <b>that specific artistic/cultural/historical characteristics that the two artworks link them to the same context or time period.</b>	The Dance III student at the mastery level researches one choreographic work and one other artwork from the same culture and/or time period, and examines how those works reflect the artistic/cultural/historical context of the period. The student researches an interdisciplinary project using media technologies that present dance in a new or enhanced form.	The Dance III student at the partial mastery level researches to find one choreographic work and one other artwork from the same culture and/or time period. The student examines an interdisciplinary project using media technology that presents dance in a new or enhanced form.	The Dance III student at the novice level compares one choreographic work and one other artwork from the same culture and/or time period, and discusses how those works reflect the artistic/cultural/historical context of the period.
<b>Objectives</b>	<b>Students will</b>			
D.O.LIII.7.01	research one choreographic work and one other artwork from the same culture and time period and examine how those works reflect the artistic/cultural/historical context of the time period.			
D.O.LIII.7.02	research an interdisciplinary project using media technologies that present dance in a new or enhanced form.			

## Dance IV

<b>Level IV</b>	<b>Dance</b>			
<b>Standard: 1</b>	<b>Communication</b>			
D.S.LIV.1	Students will use dance as a way to create and communicate meaning.			
<b>Performance Descriptors D.PD.LIV.1</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
The Dance IV student at the distinguished level creates and performs, in public, a dance conveying a personal idea, belief or theme. The student will revise the dance based upon their analysis of audience feedback.	The Dance IV student at the above mastery level <b>creates performs, in public, a dance</b> conveying a personal idea, belief or theme. The student obtains and analyzes audience feedback. <b>Should it be creates and performs.</b>	The Dance IV student at the mastery level creates and performs, in public, a dance based on a personal idea, belief or theme.	The Dance IV student at the partial mastery level creates a dance that conveys meaning based on a personal idea, belief or theme.	The Dance IV student at the novice level creates movement phrases that convey meaning based on a personal idea, belief or theme
<b>Objectives</b>	<b>Students will</b>			
D.O.LI1.1.01	create and perform (for a public audience) an individual dance conveying a personal experience, belief or theme.			

<b>Level IV</b>	<b>Dance</b>			
<b>Standard: 2</b>	<b>Movement, Elements and Skills</b>			
D.S.LIV.2	Students will develop and practice movement elements in performing dance.			
<b>Performance Descriptors D.PD.LIV.2</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
The Dance IV student at the distinguished level will validate his/her self-assessment and judge their dance technique/skills.	The Dance IV student at the above mastery level will summarize the refinements and alterations made to the dance technique/skills.	The Dance IV student at the mastery level demonstrates a consistency and reliability in performing dance skills maintaining clarity and stylistic nuance through performance. In preparation for performance, the student uses self-assessment to refine techniques/skills.	The Dance IV student at the partial mastery level will self-assess dance techniques/skills to focus on clarity and stylistic nuance.	The Dance IV student at the novice level practices dance skills with consistent rhythm, timing, and projection. The student demonstrates an awareness of clarity and stylistic nuance. The student is able to self-assess dance skills and techniques.
<b>Objectives</b>	<b>Students will</b>			
D.O.LIV.2.01	perform dance skills, demonstrating reliability, consistency, <i>clarity</i> and <i>stylistic nuance</i> .			
D.O.LIV.2.02	refine technique/skills through self-evaluation and correction			

<b>Level IV</b>	<b>Dance</b>				
Standard: 3	Healthful Living				
D.S.LIV.3	Students will relate dance to physical health.				
Performance Descriptors D.PD.LIV.3					
	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
	The Dance IV student at the distinguished level designs and develops a personal lifestyle plan that will help the student achieve success in a dance career.	The Dance IV student at the above mastery level researches analyzes and formally presenting the professional performer's challenges in maintaining a healthy lifestyle and its relationship to career success.	The Dance IV student at the mastery level researches and analyzes professional performer's challenge in maintaining a healthy lifestyle. The student will devise a plan to assist in preparation for a career in dance.	The Dance IV student at the partial mastery level researches a professional performer's challenge in maintaining a healthy lifestyle.	The Dance IV student at the novice level discusses the professional performer's challenge in maintaining a healthy lifestyle.
<b>Objectives</b>	<b>Students will</b>				
D.O.LIV.3.01	devise a plan to assist in preparation for a career in dance.				
D.O.LIV.3.02	research and analyze the challenges facing professional performer's in maintaining a healthy lifestyle.				

<b>Level IV</b>	<b>Dance</b>				
Standard: 4	Cultures and Historical Periods				
D.S.LIV.4	Students will examine and demonstrate dance from various cultures and historical periods				
Performance Descriptors D.PD.LIV.4					
	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
	The Dance IV student at the distinguished performs, for the public, a dance that illustrates an historical/cultural/political event in a relevant and contemporary manner.	The Dance IV student at the above mastery level modifies a dance that illustrates an historical/cultural/political event and makes it relevant and contemporary.	The Dance IV student at the mastery level creates a time line illustrating important dance events throughout history, placing them in their cultural and political contexts. The student performs multiple dances illustrating dance forms in their historical/cultural/political contexts.	The Dance IV student at the partial mastery level graphs important dance events sequentially. Student recalls dance forms and techniques and applies them to practice.	The Dance IV student at the novice level points out important dance events throughout history. The student performs a dance that illustrates different historical/cultural/political contexts
<b>Objectives</b>	<b>Students will</b>				
D.O.LIV.4.01	perform techniques of various <i>dance forms</i> .				
D.O.LIV.4.02	research and create a time line illustrating important dance events placing them in their cultural/historical/political contexts.				
D.O.LIV.4.03	perform dances illustrating different historical/cultural/political contexts.				

<b>Level IV</b>	<b>Dance</b>				
<b>Standard: 5</b>	<b>Critical and Creative Thinking Skills</b>				
D.S.LIV.5	Students will employ critical and creative thinking skills in dance				
<b>Performance Descriptors D.PD.LIV.5</b>					
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>	
The Dance IV student at the distinguished level analyzes the style of a choreographer or cultural form, then creates and performs, for the public, a dance in that style.	The Dance IV student at the above mastery level analyzes the style of a choreographer or cultural form, then creates and performs a dance in that style.	The Dance IV student at the mastery level transfers knowledge of how skills developed in dance enhance present and future personal goals. The student analyzes the role of ethnicity, gender, social/economic class, age and/or physical condition issues in reaching those goals. The student analyzes the style of a choreographer or cultural form, and then creates a dance in that style.	The Dance IV student at the partial mastery level explains how skills developed in dance enhance present and future personal goals. The student recognizes that issues of ethnicity, gender, social/economic class, gender, age and or physical condition will have effects on dance, in both art and life.	The Dance IV student at the novice level identifies the skills developed in dance that enhance present or future personal goals. The student performs a dance in the specific style of a choreographer or cultural form.	
<b>Objectives</b>	<b>Students will</b>				
D.O.LIV.5.01	transfer how skills developed in dance to enhance present and future personal goals.				
D.O.LIV.5.02	analyze the style of a choreographer or cultural form and create a dance in that style.				
D.O.LIV.5.03	analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance and determine how these issues affect the art.				

<b>Level IV</b>	<b>Dance</b>				
<b>Standard: 6</b>	<b>Choreography</b>				
D.S.LIV.6	Students will understand and apply choreographic principles, processes and structures.				
<b>Performance Descriptors D.PD.LIV.6</b>					
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>	
The Dance IV student at the distinguished level publicly performs a dance in a small group. The student self-assesses his/her choreographic contribution	The Dance IV student at the above mastery level critiques the dance performance to assess coherence and aesthetic unity. The student will use	The Dance IV student at the mastery level creates and performs, with coherence and aesthetic unity, a dance in a small group. The student summarizes the	The Dance IV student at the partial mastery level creates a dance in a small group, demonstrating an awareness of coherence and aesthetic unity. The	The Dance IV student at the novice level creates a dance in a small group. The student recognizes the creative process used in choreographing the	

to the performance.	the assessment to revise and refine the choreography for public performance.	creative process used in choreographing the student's own dance phrase.	student outlines the creative process used in choreographing the student's own dance phrase	student's own dance phrase.
<b>Objectives</b>	<b>Students will</b>			
D.O.LIV.6.01	create and perform, in small groups, a dance with coherence and aesthetic unity.			
D.O.LIV.6.02	summarize their own creative process used in choreographing a dance <i>phrase</i> .			

<b>Level IV</b>	<b>Dance</b>			
<b>Standard: 7</b>	<b>Connections with Other Disciplines</b>			
D.S.LIV.7	Students will connect dance to other disciplines.			
<b>Performance Descriptors D.PD.LIV.7</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
The Dance IV student at the distinguished level creates and publicly presents an interdisciplinary project which is relevant to their community, using media technologies that present dance in a new or enhanced form.	The Dance IV student at the above mastery level creates and presents an interdisciplinary project using media technologies that present dance in a new or enhanced form.	The Dance IV student at the mastery level compares and contrasts one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context of that same period. The student creates an interdisciplinary project using media technologies that present dance in a new or enhanced form.	The Dance IV student at the partial mastery level describes the characteristics of a particular choreographic work and one other artwork, in terms of characteristics as they pertain to the time period or culture they represent.	The Dance IV student at the novice level identifies the characteristics that place a certain choreographic work and one other artwork within a specific culture or time period.
<b>Objectives</b>	<b>Students will</b>			
D.O.LIV.7.01	compare and contrast one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context of that same period.			
D.O.LIV.7.02	create an interdisciplinary project using media technologies that present dance in a new or enhanced form.			